DOCUMENT RESUME

ED 251 251 RC 014 694

TITLE	San Ysidro Bilingual Education Handbook, 1983-1984. A Bilingual Master Plan.
INSTITUTION	San Ysidro School District, Calif.
PUB DATE	Aug 83
NOTE	71p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Bilingual Education Programs; Bilingual Teacher Aides; *Class Organization; Curriculum Design; Educational Philosophy; Elementary Secondary Education; Eligibility; *Guides; Instructional Development; Language Dominance; Parent Materials; *Program Implementation; *Resource Materials; School Schedules; *Staff Role; Teacher Role; Tests
IDENTIFIERS	*San Ysidro Elementary School District CA

ABSTRACT

Purpose of the handbook is to ensure a commonality of concept and practice in bilingual education for the San Ysidro School District (California). Prefaced by excerpts from the state legislation enacting bilingual education and a statement of the district's bilingual-bicultural education philosophy, the handbook delineates the membership, selection procedures, and duties/responsibilities of the district bilingual advisory committee and the school bilingual committee. A section on the roles of teachers and aides addresses their duties and responsibilities, how to work with others, which students to help, what to do, nature of their contributions, whom to work with, and how their work is appreciated. Entry criteria for Spanish or English reading is listed along with the principal sources of instruction for grades K-5. The handbook includes a pupil profile card; a Spanish student progress card; sample daily class schedules for both the English-only and the bilingual programs; descriptions of the Language Development Specialist Program, the various tests used, the Bilingual Syntax Measure and its categories; and the district's testing schedule. Appended are sample letters to parents, reclassification forms and notices, and sample writing exercises. (NQA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

San Ysidro Bilingual Education Handbook

1983 - 1984

A BILINGUAL MASTER PLAN

ED251251

APR 1984
RECEIVED
ERIC/CRESS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert Colegrove

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC014694

San Ysidro School District Education Center

4350 Otay Mesa Road - San Ysidro, California, 92073: 619-428-4476

SAN YSIDRO BILINGUAL EDUCATION HANDBOOK

SAN YSIDRO SCHOOL DISTRICT
4350 OTAY MESA ROAD
SAN YSIDRO, CA
92073-1685

GOVERNING BOARD

Blanche Smith..... President
Margaret Gutierrez .. Member
Nelson Olivas..... Member
David Quainton..... Member

AUGUST 1983

TABLE OF CONTENTS

The Law and Bilingual Education 1

S.Y.S.D. Bilingual Education Philosophy & Policy 2

Guidelines for Bilingual Advisory Committees ..... 3 - 6

Roles of Teachers and Aides ..... 7 - 10

Entry Criteria to English Reading 11

Principal Sources of Instruction ..... 12 - 16

Daily Class Schedules Bilingual & English Only ..... 17 - 18

LDS Program Description ..... 19 - 21

Standardized Test Schedule 22

Other Assessments and Description of Tests ..... 23 - 24

BSM Testing and Categories ..... 25 - 27

Parent Information/Notification ..... 28 - 36

Reclassification of English Proficiency ..... 37 - 40

Adelante! ..... 41 - 42

Appendix ..... 43 - 60

HISTORY OF THE

SAN YSIDRO SCHOOL DISTRICT

HANDBOOK OF BILINGUAL EDUCATION

During the week of June 16 through June 20, 1980, a Bilingual Task Force sponsored by the Curriculum Advisory Group and supported by Title VII met, discussed, and made recommendations for a commonality of concept and practice in bilingual education for the San Ysidro School District. The resulting handbook was presented to the San Ysidro School Board and approved August 4, 1980. It was subsequently distributed to the schools and used throughout the 1980-81 academic year.

In May of 1981, a questionnaire was sent to all teachers, soliciting their suggestions for improving the handbook. Over 95% of the questions were completed and returned.

In June 1981, a Bilingual Task Force was again assembled to act upon the recommendations of the total faculty. The task force consisted of 3 district office administrators, five school principals, two program specialists, and eighteen teachers. The teachers were all elected representatives of their schools.

This group worked from June 15 through June 19th revising and enlarging the manual. Their work was then presented to the San Ysidro School Board for their consideration on July 13, 1981, and the approved manual prepared for use for the 1981 - 82 academic year.

Again in May and June of 1982, a questionnaire was circulated, returned, and tallied, representatives of each faculty were chosen, a task force assembled and worked on the handbook.

Minor revisions have been incorporated into this current 1983-1984 handbook to reflect new curriculum materials.

52161

"The Legislature finds and declares that the primary goal of all programs under this article is, as effectively and as efficiently as possible, to develop in each child fluency in English."

"The programs shall also provide reinforcement of the self-image of participating pupils, promote cross-cultural understanding, and provide equal opportunity for academic achievement, including, when necessary, academic instruction through the primary language."

"Insofar as the individual pupils is concerned, participation in bilingual program is voluntary on the part of the parent or guardian."

52163.5

"An English development component is required for all participating pupils. Pupils with greater strength in their primary language shall receive instruction in academic subjects through the primary language as long as such instruction is needed to sustain academic achievement. As pupils develop the skills which allow them to learn more effectively in English, more of their instruction shall be through the English language."

52164

"Each school district shall ascertain not later then the first day of March of each year... The total number of pupils of limited English proficiency within the district, and shall classify them according to their primary language, age, and grade level."

"The census shall be taken by individual, actual count, and not by estimates or samplings."

52164.6

"Reclassification criteria shall be established by each school district in which pupils of limited English proficiency are enrolled. The criteria shall determine when pupils of limited English proficiency have developed the English language skills necessary to succeed in an English-only classroom."

52167

"Fluent English proficient pupils shall receive basic skills instruction in English....."

"In no event shall the primary purpose of the program be to teach a foreign language to English-speaking pupils."

52173

"(a) Prior to the enrollment of any pupils in any program .....parents or guardians of pupils of all potential participants shall be provided the opportunity for consultation about the placement of their child or ward in such a program."

"(b) Any parent or guardian ...shall have the right, either at the time of the original notification of enrollment or at the close of any semester thereafter, to withdraw his or her child or ward from the program by written notice to the principal of the school....."

52176

"(a) Each school district with more than 50 pupils of limited English proficiency shall establish a district-wide advisory committee on bilingual education."

"(b) Each school with more than 20 pupils of limited English proficiency shall establish a school level advisory committee....."

INSTRUCTION

Bilingual-Bicultural Education Philosophy

Bilingual/Bicultural education is a program which uses two languages, one of which is English as a means of instruction.

It is designed to provide the opportunity for conceptual development in the native language while learning the second language. The final goal is for the student to achieve competency in both languages.

The Superintendent of Schools, or delegate, shall ascertain annually, as provided by law, the number of children of limited English proficiency within the school system and classify and report them as legally specified.

If it is determined that this school system has limited English proficient children equal to or in excess of the minimums specified by law this school district shall provide instruction for those children as provided by law.

To this end the San Ysidro School District provides a bilingual-bicultural program that includes the following:

- Daily instruction in English, language arts, listening, speaking, reading and writing.
- The introduction of English language reading at a specified and planned point in the students' language growth .
- Language development in the pupil's primary language, including oral and literacy.
- Reading in the pupil's primary language .
- Mathematics instruction in the pupil's primary language .
- *Selected subjects taught in the pupil's primary language .
- Development of an understanding of customs and values of the cultures associated with the languages being taught as well as an understanding of the history and culture of California and the United States.

All students have the right and responsibility, if their parents and guardians so choose, to bilingual education, that is, to education in both English and their native language.

The San Ysidro School Board supports and recognizes the responsibility to provide a bilingual curriculum that challenges the students to excel in both English and their native language in order to become coordinate bilingual students.

*Selected from among the following: (1) Health/Nutrition; (2) Hygiene; (3) Music/Art; (4) Sciences (Physical/Life); (5) Social Studies; (6) Study Skills.

Legal Reference: Education Code
52100-52151 Bilingual Education (Act of 1972)
52160-52178 Bilingual-Bicultural Education Act of 1976
52161-52163 Bilingual Education Improvement and Reform Act of 1980

Approved by the School Board on 13 July 1981

DISTRICT BILINGUAL ADVISORY COMMITTEE

MEMBERSHIP	SELECTION PROCEDURES	DUTIES/RESPONSIBILITIES
Parents or guardians, or both, of (1) limited English proficient pupils must constitute a majority of the District Bilingual/Title VII Advisory Committtee; (2) The Title VII Project Director will be a non-voting member, except in the case of a tie vote; (3) one site administrator shall be a non-voting member, except in case of a tie vote.	Each school bilinguai committee will (1) elect two (2) of its own members to be representatives to the District Bilingual/Title VII Advisory Committee; (2) The Title VII Project Director will be a member of the committee; and (3) One school administrator shall be selected as a member of the committee.	The District Bilingual Advisory Committee is responsible for advising the governing board. The committee's advice/input will be considered when consistent with established guidelines and district policies and priorities regarding: a. District master plan for bilingual education (such a district master plan will take into consideration the school site master plans for bilingual education. E.C. S52176) b. Conducting a district-wide needs assessment on a school by school basis. c. Establishment of district program goals and objectives. d. Development of a plan to ensure compliance with teacher aide requirements.(E.C. S52178) e. Administration of annual language census. f. Review and comment on the written notification of initial enrollment required in section 4308 (b). g. Review and comment on the district reclassification procedures established pursuant to E.C. S52164.6. * The district will provide all members of the District Bilingual/Title VII Advisory Committee with appropriate training materials in order to assist them in carrying out their duties/responsibilities. This training will be planned in consultation with the members. Funds may be used to meet the cost associated with the attendance of such members at training sessions.

SCHOOL BILINGUAL COMMITTEE

MEMBERSHIP	SELECTION PROCEDURES	DUTIES/RESPONSIBILITIES
The School Bilingual Committee will be a sub-committee of the School Advisory Committee. It will consist of parent members representing, at least, the same percentage (%) of LEP pupils enrolled in the school, elected by parents or guardians of LEP pupils. Site administrator and teacher are not included in the School Bilingual Committee, unless elected by parents.	In June or September, all parents of students receiving compensatory education services and teachers shall receive a letter describing the School and Bilingual Committees and soliciting their participation. This letter also serves as a form by which they may identify themselves as parents of program participants and to volunteer as candidates for any vacancies on the School Advisory Committees. A public meeting will be held at the school site for the purpose of reviewing the role of the School Advisory and Bilingual Sub-Committees and listing all the nominees. Additional nominees may also volunteer at the designated meeting. Option 1: Shortly after the public meeting, a ballot will be sent home to all parents of program participants. The ballot will list all nominees. Parents will select from the slate of nominees, the appropriate number of persons to fill the existing vacancies. Ballots will be returned to the appropriate site where a designated committee will count the ballots. Successful candidates shall be notified as soon possible. Option 2: A public meeting will be held at the school site for the purpose of: (1) reviewing the role of the School Bilingual Committee, (2) announcing the nominees and accepting additional nominees who volunteer, (3) conducting the election, and (4) voting by ballot which lists all nominees. Replacement will be accomplished by a unanimous vote of the committee from volunteers from the attendance area or by the original selection procedure.	The duties/responsibilities of the School Bilingual Committees are to advise and participate. The committees' input/advice will be considered when consistent with established guidelines and district policies and priorities: a. May consult the District Title VII/ Bilingual Advisory Committee in the development of a master plan for bilingual education for the school and submission to the governing board for consideration for inclusion in the district master plan (E.C. S52176) b. Consult in the development of the school needs assessment. c. Consult with the school language census. d. Consult in finding ways to make parents aware of the importance of regular school attendance. The district will provide all members of School Bilingual Advisory Committees with appropriate training and materials to equip them in fulfilling their duties and responsibilities.

COMITE CONSULTIVO BILINGÜE DEL DISTRITO

COMPOSICION	PROCEDIMIENTOS PARA SELECCION DE MIEMBROS	RESPONSABILIDADES
La mayoría del Comité Consultivo Bilingüe Del Distrito consistirá de padres o tutores, o ambos, de alumnos de dominio limitado en inglés. El director del proyecto Título VII será un miembro del comité sin derecho a votar. Un administrador escolar será miembro del comité con derecho a voto unicamente en caso de empate.	Cada comité bilingüe escolar eligirá a 2 de sus miembros como representantes al Comité Bilingüe Título VII del Distrito. El director del Proyecto Título VII será miembro del comité. Un administrador escolar será miembro del comité.	El Comité Consultivo del Distrito será responsable de aconsejar a la directiva escolar. Su colaboración y sugerencias se tomarán en cuenta únicamente si concuerdan con las normas ya establecidas y con los reglamentos y prioridades del distrito, con relación a lo siguiente: a. El plan maestro del distrito para la educación bilingüe (dicho plan tomará en cuenta los planes maestros escolares para la educación bilingüe). Código de Educación S52176 b. Encuesta tocante a las necesidades de cada escuela. c. Fijar metas y objetivos para programas del distrito. d. Desarrollar un plan para asegurar el cumplimiento con los requisitos de los auxiliares de maestro. Código de Educación S52178 e. Supervisar el estudio del idioma de los alumnos. f. Revisar y hacer comentarios tocante a la modificación escrita de la matrícula. g. Repasar y hacer comentarios tocante al proceso de reclasificación del distrito escolar conforme a el Código de Educación S52164.6. El distrito escolar le proporcionará al comité los materiales de entrenamiento necesarios para ayudarle a cumplir con sus funciones y responsabilidades. Este entrenamiento será organizado consultandolo con los miembros del comité.

COMITÉ CONSULTIVO BILINGUE ESCOLAR

COMPOSICION	PROCEDIMIENTOS PARA SELECCION DE MIEMBROS	RESPONSABILIDADES
El Comité Bilingüe Escolar será un subcomité del Concilio Escolar SAC. Consistirá de padres que representan por lo menos el mismo % de alumnos LEP matriculados en la escuela, deberán ser electos por padres o tutores de los estudiantes LEP. El administrador escolar y el maestro no serán incluídos en el Comité Escolar Bilingüe a menos que los padres los elijan.	Al principio del año escolar, todos los padres de estudiantes recibiendo servicios de educación compensatoria y los maestros recibirán una carta describiendo el Comité Consultivo Escolar y solicitando su colaboración. Esta carta fungirá como formulario por medio del cual se identificarán como padres de niños participando en el programa y para indicar si desean postularse como candidatos para cualquier vacancia en el Comité Consultivo Escolar. En el plantel escolar se llevará a cabo una sesión abierta al público en la cual se explicará la función del Comité Consultivo Escolar y se nombraran a todos los candidatos. También podrán postularse más candidatos en dicha sesión. Opción 1: Después de esta sesión se enviarán cédulas electorales a los hogares de padres de niños participando en el programa. La cédula electoral contendrá los nombres de todos los candidatos. Los padres seleccionarán de la planilla según el número de vacancias. Las cédulas electorales serán regresadas al plantel escolar correspondiente, donde un comité ya designado contará los votos. Se les notificará a los candidatos electos lo más pronto posible. Para reemplazar a un miembro se tendrá que obtener un voto unánime del comité. Se hará la selección de voluntarios o por medio del proceso original. Los maestros elegirán a un maestro en una sesión designada para este fin. Opción 2: Se verificará una sesión pública en el plantel escolar con el proposito de (1) explicar el papel del concilio, (2) dar a conocer los nombres de los candidatos, (3) llevar a cabo la elección, y (4) votar por medio de cédulas electorales con los nombres de todos los candidatos.	Los Comités Bilingües Escolares tienen la responsabilidad de dar su colaboración y sugerencias al distrito. Se tomará en cuenta esta colaboración únicamente si concuerdan con las normas ya establecidas y con los reglamentos y prioridades del distrito. a. Puede asistir al Comité Bilingüe del Distrito (Título VII) en el desarrollo de un plan maestro para la educación bilingüe y en su presentación a la directiva para que consideren incluirlo en el plan maestro del distrito (Código de Educación S52176) b. Asiste en la encuesta tocante a las necesidades de la escuela. c. Asiste en el estudio del idioma del hogar de los alumnos. d. Asiste en encontrar maneras para que los padres estén consientes de la importancia de la asistencia a clases. El distrito les ofrecerá a todos los miembros del Comité Consultivo Bilingüe entrenamiento y materiales para ayudarles a cumplir con sus deberes y obligaciones. Se les consultará a los miembros sobre los planes del entrenamiento.

ROLES FOR TEACHER AND AIDES

INTRODUCTION

What part do I play in a Bilingual Education program? This is the most personal of questions regarding Bilingual Education that teachers and aides ask. It consists of two other sets of questions:

1. What am I expected to do?
   How do I do it?
   How do I work with others?
   Which students will I help?

2. What can I do?
   What am I contributing?
   With whom do I work?
   How is my work appreciated?

The following two sections, one on teachers' and one on aides' roles, address these questions.

TEACHER ROLES

GOALS

I. Encourage staff participation in both the Bilingual and English-only programs.

II. Emphasize the self-governed rules of each language by using one language without the influence of the other in a given situation, switching from one language to another, when instructionally desired, from situation to situation.

III. Respect the primary language of the students.

STRATEGIES

I. Staff Participation

A. The strengths of the staff should be the criteria in the implementation of both the Bilingual and English-only programs.

B. The staff should provide instruction and role models in both languages. Suggestions:

1. English-only and Bilingual teachers will work cooperatively in teaching selected subjects, for example, through team teaching.

2. Bicultural teachers would serve as role models in both Bilingual and English-only classes.

3. The staff would prepare several school assemblies which provide multicultural and multilingual experiences.

II. Self-governed Rules

A. Communicate in one language at a time.

1. Insist students to be consistent in the use of one language in a given situation both in the classroom and in the playground.

2. Insist aides to be consistent in the use of one language and to refrain from translating for the students.

3. Insist with positive reinforcement, for example, rephrasing a language-mixed message as a one-language message, tactfully as a request for clarity.

B. Instruct in one language at a time. Suggestions:

1. One day Spanish, another day English. Announce which language it will be for the day.

2. One period English, another period Spanish. Announce which language it will be for the period.

3. One lesson English, another lesson primary language, where different groups are having different lessons during the same period and/or where BILP learning is going on.

C. Use second-language methods in the content areas.

1. Assign at least part of the day, for example, the afternoons, in which ESL methodology or SSL methodology is used in selected subject areas.

2. Provide in-service for learning second-language methodologies.

D. Cooperate in the teaching of, and in, both languages.

1. By teaming, for example:

a. Between a Bilingual teacher and an English-only teacher.

b. In subject areas.

c. Formally, as in departmentalization.

2. By use of tutors:

a. Cross-age

b. Peer

E. Establish three models for classroom composition:

1. Bilingual

2. English-only

3. Mixed - - with serious consideration of all the suggestions above for communicating and instructing in one language at a time.

4. Each school will determine the model(s) to be established on its site.

AIDES' ROLES/ALTERNATIVES

In view of funding changes and rising costs, there will be a limited amount of time in which an aide will be present in one classroom. The time could be divided amongst classrooms according to the students' needs, the program's needs, and the aide's individual strengths and abilities. Some special needs might warrant a larger amount of aide time, for example:

1. At the K-2 level due to the children's ages and abilities, it is better to have more adult supervision and interaction.

2. Industrial Arts, Reading Lab, and similar learning situations.

3. To meet legal requirements bilingual classrooms in which the teacher does not have a waiver or certificate, an aide is needed, under the supervision of the teacher, to provide primary language instruction in an educationally supportive manner.

4. The division of aide time needs to reflect the funding sources.

It is important to assign aides in areas of their own special strengths and abilities: Spanish reading, Spanish grammar, ESL, SSL, math reinforcement, story reading, artistic abilities, clerical skills, etc. No one person needs to be skilled in all areas.

Some suggestions of how to plan aide time:

1. Divide the day into learning time segments among teachers. Example: Three (3) fifth grade teachers have six (6) learning time segments to divide with only one side. Therefore each teacher is allotted two learning time segments.

2. Use a team approach in which the specific talents of the aides are meeting the needs of the children in a number of classrooms.

3. To be effective, it is essential that planning time is provided.

4. The day is also divided into duty time segments amongst aides, which is separate from the learning time segments. Lunch and break time must also be provided.

For a successful implementation of any program, there is a definite need of continual, open communication between the aides, teachers and administrators.

ENTRY CRITERIA FOR ENGLISH/SPANISH READING

A student should be placed into a second-language reading program only after s/he has had a good foundation in his primary language.

I. Entry Criteria for English Reading

The native Spanish speaker will have achieved the following:

A. Mastery of 80% of Reading Levels K - 1 - 2 objectives (48 objectives) of the Adelante Reading Continuum. (See student progress card in appendix)

B. Completion of Level IV of the IDEA ESL Program.

C. Advancement to Level 4 of English BSM I or Level 4 of English BSM II.
and/or
D. Recommendation of teacher and principal for exceptions to above.

E. Completion of Checklist (Form CU-21)

The native Spanish speaker will continue formal instruction in Spanish reading.

II. Entry Criteria for Spanish Reading

The native English speaker will have achieved the following:

A. Mastery of a given level of a Primary Language Oral Continuum. (Spectrum of English)

B. Completion of Level 2-2 of the Macmillan Series r Program.

C. Completion of Level B of Let's Speak Spanish series.

D. Advancement to Level 4 of Spanish BSM I or Level 4 of Spanish BSM II.
(and/or)
E. Recommendation of teacher and principal for exceptions to above.

The native English speaker will continue formal instruction in English reading.

PRINCIPAL SOURCES OF INSTRUCTION

INTRODUCTION

GRADE LEVELS K – 3

SUBJECT AREA	ENGLISH	SPANISH
Language		
A. Basal	Spectrum of English ESL: IDEA Program	Gramática Española SSL: Let's Speak Spanish
B. Supplementary	Steps to English Syntax Sentence Recognition Word Recognition	SSL: Miguelito I & II IDEA Kit
Reading		
A. Basal	Macmillan Series r	A Cada Paso
B. Supplementary	Lippincott Basic Reading New Open Highways Basal Sentence Reading Basal Paragraph Reading	Mi Familia Series Mi Libro Mágico Senda Basal Sentence Reading Basal Paragraph Reading Bilingual Resource Packets
Writing		
A. Basal	Spectrum of English Basic Goals in Spelling Better Handwriting for You	Gramática Española
B. Supplementary	Composition	Mis Unidades de Deletrear Mi Libro Mágico Composición

*See Media Center for additional supplementary materials

GRADE LEVELS 4 – 5

SUBJECT AREA	ENGLISH	SPANISH
Language		
A. Basal	Spectrum of English ESL: IDEA Program	Gramática Española SSL: Let's Speak Spanish
B. Supplementary	Steps to English Syntax Sentence Recognition Paragraph Recognition	SSL: Miguelito I & II IDEA Kit
Reading		
A. Basal	Macmillan Series r	A Cada Paso Senda
B. Supplementary	Lippincott Basic Reading New Open Highways Basal Sentence Reading Basal Paragraph Reading	Guided Reading Aardvark Bilingual Series Continental Press Reading Skills Masters
Writing		
A. Basal	Spectrum of English Basic Goals in Spelling Better Handwriting for You	Gramática Española Mi Libro de Ortografía
B. Supplementary	Composition	Composición

*

*See Media Center for additional supplementary materials

GRADE LEVELS 6 - 8th: Please refer to the Middle School Course of Study

PUPIL PROFILE CARD
(English)

Name: _____ Date Entered Program: _____

DEVELOPMENTAL LEVELS

14 SKILL AREAS

	I	II	III	IV	V	VI	VII	VIII
VOCABULARY	__1. People __2. School __3. Numbers: 1-10 __4. Colors __5. Body Parts Completed:	__1. People __2. School __3. Numbers: 11-20 __4. Animals: Pets __5. Food: Fruit and Vegetables __6. Shapes __7. Body Parts Completed:	__1. People: Occupations __2. Clothing and Accessories __3. Numbers: 21-100 __4. Animals: Farm __5. Food: Common __6. Food: Meals __7. Alphabet Completed:	__1. People: Occupations __2. Clothing __3. Numbers: Ordinals __4. Animals: Zoo __5. Food __6. Body Parts Completed:	__1. Transportation __2. Calendar: Days of Week __3. Toys __4. Animals: Wild __5. Household Items __6. Shapes Completed:	__1. Transportation __2. Calendar: Months of Year __3. Toys __4. House: Parts __5. Household Items __6. Tools Completed:	__1. Money __2. Time: Clock __3. Numbers: 101-1,000 __4. Animals: Marine __5. Miscellaneous Completed:	__1. People: Occupations __2. Calendar: Holidays, Festivals, Seasons __3. Time: Clock __4. Animals Completed:
FOLLOWING DIRECTIONS	__1. Spatial Concepts: Space Prepositions __2. Commands Completed:	__1. Spatial Concepts: Space Positions __2. Commands Completed:	__1. Spatial Concepts: Directionality on page __2 Commands Completed:	__1. Spatial Concepts: Directionality in Space __2. Commands __3. Comparative Concepts Completed:				
DESCRIPTIVE WORDS			__1. Adjectives __2. Feelings __3. Size __4. Opposites Completed:	__1. Adjectives __2. Quantity __3. Opposites Completed:	__1. Adjectives: Weather __2. Comparatives __3. Opposites Completed:	__1. Adjectives __2. Superlatives __3. Opposites Completed:	__1. Adjectives __2. Time Concepts __3. Opposites Completed:	
GRAMMATIC STRUCTURE		__1. Yes/No Response __2. Regular Plurals __3. Positive Statements __4. Pronouns: Subject Completed:	__1. Verbs: Present Progressive __2. Negative Statements __3. Mass Nouns __4. Conjunctions Completed:	__1. Verbs: Habitual Present __2. Questions: Present Tense __3. Contractions: Present Tense __4. Possessives __5. Irregular Plurals Completed:	__1. Verbs: Future Tense __2. Questions: Future Tense __3. Contractions: Future Tense __4. Pronouns: Possessive Completed:	__1. Verbs: Regular Past Tense __2. "Wh" Questions __3. Contractions: Past Tense __4. Pronouns: Object Completed:	__1. Verbs: Irregular Past Tense __2. Questions: Past Tense Completed:	__1. Verbs: Conditional __2. Verbs: Summary of Forms Completed:
ARTICULATION		__1. Consonant Sounds __2. Phrases Completed:	__1. Consonant Sounds __2. Sentences Completed:	__1. Consonants: Digraphs and Blends __2. Sentences Completed:	__1. Vowel Sounds __2. Sentences Completed:	__1. Auditory Discrimination Completed:	__1. Auditory Discrimination Completed:	IDEA IDEA Program Copyright, © 1976 by Ballard & Tighe
VERBAL EXPRESSION	__1. Greetings __2. Survival Responses 23 Completed:	__1. Use of Present Tense __2. Questions: Spatial __3. Sharing of Personal Experience __4. Identification of Objects/People Completed:	__1. Conversation: Children __2. Survival Knowledge __3. Conversation: Telephone Completed:	__1. Descriptive Words __2. Questions: Present Tense __3. Riddles __4. Story Completed:	__1. Use of Future Tense __2. Questioning __3. Riddles __4. Story Sequence Completed:	__1. Conversation: Teacher __2. "Wh" Questions __3. Oral Book Report __4. TV Report Completed:	__1. Use of Past Tense __2. Descriptive Statements __3. Oral Introduction __4. Story __5. Group Discussion Completed:	__1. Announcement __2. Interview __3. Topic-oriented Oral Report 24 Completed:

BEST COPY AVAILABLE

TARJETA Del PROGRESO Del ALUMNO

(Student Progress Card)

Nombre _____

Escuela _____

Salón _____ _____ _____ _____ _____

_____ _____ _____ _____ _____

CLAVE

(14) No Pasó PRE

14 Pasó PRE

(14) Pasó POS

Fecha	NIVEL K	Fecha	NIVEL 1	Fecha	NIVEL 2
	Preparativo		**Preparativo**		**Sonido/Signo Gráfico**
	1 Reconocer diferencias		8 Agrupación de letras		5 Consonantes finales
	2 Reconocer semejanzas		9 Izquierda a derecha		7 Posición de consonantes
	3 Izquierda a derecha		16 Secuencia		8 Diptongos
	4 Diseño de puntos		17 Clasificación		9 Sílaba que falta
	5 Memoria visual		22 Vocales iniciales		11 Combinación de consonantes en medio
	6 Letras iguales		23 Consonantes iniciales		12 Combinaciones en sílabas
	7 Palabras iguales				15 Dictado sílabas y palabras
	10 Reconocer nombre escrito		**Sonido/Signo Gráfico**		16 Dictado frases y oraciones
	11 Comprensión-vocabulario				17 Dictado abecedario
	12 Reconocer colores		1 Vocales iniciales		
	13 Reconocer numerales		2 Consonantes iniciales		**Analisis Estructural**
	14 Formas geométricas		3 Letras iniciales		
	15 Partes del cuerpo		4 Vocales finales		20 Formar plurales
	18 Distinción auditiva		6 Consonantes en medio		21 Formar singulares
	19 Palabras que riman		10 Combinación de consonantes iniciales		22 Número
	20 Seguir instrucciones		13 Unir sílabas		23 Género
	21 Memoria auditiva		15 Dictado de sílabas y palabras		24 Concordancia (nombre, adjetivo, artículo)
			16 Dictado de frases y oraciones		
			Analisis Estructural		**Comprensión y Vocabulario**
			18 Letras de molde		2 Asociar dibujos y oraciones
			19 " " "		22 Leer libros
			Comprensión y Vocabulario		23 Oración o historia original
			22 Leer libros		**Habilidades de Estudio**
			23 Oración o historia original		1 Abecedario

BEST COPY AVAILABLE

BEST COPY AVAILABLE

TARJETA Del PROGRESO Del ALUMNO

Fecha	NIVEL 3	Fecha	NIVEL 4	Fecha	NIVEL 5
	Sonido/Signo Gráfico		**Sonido/Signo Gráfico**		**Analisis Estructural**
	14 Consonantes que suenan iguales		15 Dictado sílabas y palabras		35 Raíces comunes
	15 Dictado sílabas y palabras		16 Dictado frases y oraciones		38 Acento Prosódico
	16 Dictado frases y oraciones				39 Acento ortográfico
	Analisis Estructural		**Analisis Estructural**		**Comprensión y Vocabulario**
	25 Concordancia (sujeto y verbo)		27 Contracciones		9 Lenguaje figurativo
	30 Diminutivos		28 Verbos tiempo		11 Título apropiado
	31 Aumentativos		29 Abreviaturas		12 Personaje principal
	36 Contar sílabas		32 Prefijos		13 Características
	40 Manuscrita		33 Sufijos		14 Idea principal
	41 "		34 Afijos		15 Sentimiento de la historia
	Comprensión y Vocabulario		37 Silabeo		16 Preguntas verdaderas/falsas
	1 Vocabulario		**Comprensión y Vocabulario**		17 Real o imaginario
	3 Secuencia		6 Causa-resultado		18 Verdad u opinión
	4 Completar palabras		7 Sinónimos		19 Inferencia
	5 Completar oraciones		8 Antónimos		21 Resumen
	22 Leer libros		10 Contestar preguntas		22 Leer libros
	23 Oración o historia original		22 Leer libros		23 Oración o historia original
			23 Oración o historia original		
	Habilidades de Estudio				**Habilidades de Estudio**
	2 Orden de letras		**Habilidades de Estudio**		8 Letras mayúsculas
	3 Diccionario		7 Contenido - Indice		9 Leer dentro del tiempo indicado
	4 Orden alfabético				
	5 " "				
	6 Seguir instrucciones				
			Funcional		
			1 Verbos		10 Homófonos
			2 Sustantivos		11 Verdadero o Falso
			3 Adjetivos		12 Definiciones
			4 Mayúsculas		13 Palabras que no corresponden
			5 Sujeto/Predicado		14 Lenguaje Figurado
			6 Puntuación		15 Resumir
			7 Acentuación		16 Secuencia
			8 Sinónimos		17 Preguntas Factibles
			9 Antónimos		18 Inferencia
					19 Título Apropiado

ENGLISH – ONLY PROGRAM

(Grades 1 - 5)

DAILY CLASS SCHEDULE (SAMPLE)

(SUGGESTED) TIME/BLOCK	SUBJECTS/ACTIVITIES ENGLISH
1 70	READING (Teacher/Aide Team) - Basic Skill Development - Literature
2 80	LANGUAGE (Teacher/Aide Team) - Oral Language - Second Language (ESL) - Spelling/Handwriting - Written Expression
3 60	MATH (Teacher/Aide Team) - Basic Skills - Enrichment
4 50	SOCIAL STUDIES (Teacher/Aide Team) - History/Geography - Science/Health - Music - Art
5 25	PHYSICAL EDUCATION (Teacher/Aide Team)

RECOMMENDATIONS:

A. The degree of emphasis in any given subject area will be determined by the language proficiency of the student. (Example: A student who is extremely limited in English will be given more emphasis in ESL, compared to a proficient English speaking student, who would receive instruction primarily in the Basal English Language Program.

B. Some subject areas will not be emphasized on a daily basis. (Example: science, music or art could be taught two (2) or three (3) times weekly.

BILINGUAL PROGRAM

(Grades 1 - 5)

DAILY CLASS SCHEDULE (SAMPLE)

(SUGGESTED) TIME/BLOCK	SUBJECTS/ACTIVITIES ENGLISH	SPANISH
1 70	READING (Teacher) - Basic Skill Development - Literature	READING (Aide/Team) - Basic Skill Development - Literature
2 80	LANGUAGE (Teacher) - Oral Development - Second Language (ESL) - Spelling/Handwriting - Written Expression	LANGUAGE (Aide/Team) - Oral Development - Second Language (ESL) - Spelling/Handwriting - Written Expression
3 60	MATH (Teacher) - Basic Skills - Enrichment	MATH (Aide/Team) - Basic Skills - Enrichment
4 50	SOCIAL STUDIES (Teacher) - History/Geography - Science/Health - Music - Art	SOCIAL STUDIES (Aide/Team) - History/Geography - Science/Health - Music - Art
5 25	PHYSICAL EDUCATION (Teacher)	PHYSICAL EDUCATION (Aide/Team)

RECOMMENDATIONS:

A. The degree of emphasis in any given subject area will be determined by the language proficiency of the student. (Example: A student who is extremely limited in English will be given more emphasis in ESL, compared to a proficient English speaking student, who would receive instruction primarily in the Basal English Language Program.

B. Some subject areas will not be emphasized on a daily basis. (Example: science, music or art could be taught two (2) or three (3) times weekly.

LANGUAGE DEVELOPMENT SPECIALIST PROGRAM

1. Purpose:

   To intensify the learning opportunities of the late entry limited-English-proficient pupils through a modified language curriculum -- in which the whole orientation of basic subject areas is toward the development of the pupil's ability to function in English.

2. Rationale:

   The district's evaluation report and longitudinal study shows that the schools continue to have an influx of new students each year. Beginning at kindergarten, the schools lose approximately 15% of their pupils - - after two years, a loss of approximately 30 to 40 percent of their pupils - - and beginning at third - grade level, a dramatic exit rate of over 60%.

   The constant mobility into and out of the district makes the educational challenge a unique one. The new incoming students at the middle grade levels tend to speak less English and less Spanish than the existing students. Their achievement test results tend to be lower too. This data is strongly confirmed upon an analysis of the language proficiency assessment of those youngsters entering the district at and after the third grade level.

   Thus, it is the intent of this program to establish a modified curriculum plan for such pupils who because of their late entry into the schools are predicted to attain limited benefits from participation in the regular district program.

3. Target Pupil Criteria:

   a. Grades four, five and six

   b. Pupils relatively new to the district and are assessed to be limited-English-proficient

   c. Target students identified from regular classrooms and assigned to Language Development Specialist on a transitional basis.

4. Diagnosis and Assessment:

   a. Entry into the school program

   b. Language proficiency, oral development

   c. Language proficiency, reading and writing

   d. Standardized test measures

   e. Classroom performance

   f. Special diagnosis

5. Program Description:

   a. Pull out program

   b. Lower than average class size

   c. Combination or multi-graded

d. Team-teaching arrangement for ease of "transition" into regular school program

e. Bilingual teacher and aide

6. Curriculum and Methodology:

The overall program of instruction is designed to be an individualized model of subdivision (a) Section 52163 of the Education Code which includes the following: (1) a structured English language development component with daily instruction leading to the acquisition of English language proficiency, including English reading and writing skills, (2) a structured primary language component with daily basic skills instruction in the primary language for the purpose of sustaining achievement in the basic subject areas until the transfer of English is made.

As the pupils attain established standards of English proficiency, a transition into the regular bilingual-bicultural program or into a non-bilingual program (English Only) will be followed in accordance with parental/guardian consent.

A basic assumption on which this program is developed is that late entry into the regular program(s) reduces the English-language-proficiency essential to success in the students middle school education.

The curriculum design will be:

a. Prescriptive: through criterion-referenced performance testing, the pupil's instructional needs are identified.

b. Motivational: the pupil receives immediate feedback to his/her response during the instructional process.

c. Individualized: a variety of materials are used, designed specifically to assist the teacher in personalizing content, rate, mode, and level.

d. Intensified: Maximise the amount of time a pupil spends on appropriate learning activities.

7. Staffing:

a. Bilingual teacher with bilingual-crosscultural credential or certificate of competence.

b. Bilingual instructional aide.

8. Curriculum Resources:

The following materials resources are used:

a. IDEA ESL Program

b. Structural Reading

c. RD 2000

9. Daily schedule

a. Homeroom	8:30 - 8:40 AM	Homeroom teacher
b. Language Arts	8:40 - 11:10 AM	LDS teacher
c. Mathematics	11:10 - 12:00 PM	LDS teacher

d. Teaming 12:45 - 2:30 PM LDS teacher/teaming teacher

Flexible teaming schedule for

a. Social Studies/Multicultural Education

b. Science/Health

c. Physical Education

10. School Assessment Team recommends exit placement with Exit Criteria.

a. Exit Criteria

1. BSM Score
2. ESL Continuum
3. Adelante
4. Structural Reading
5. Metropolitan Total Reading Score
6. District Approved Minimal Competencies
7. Teacher Evaluation

11. School Assessment Team:

The School Assessment Team consists of the following persons: the school principal, the LDS teacher, the parent, and the homeroom teacher.

12. Entry Criteria:

a. Pupils relatively new to the District and that are assessed to be LEP.

b. Pupils in grades four and five and six.

c. Entry into the school program within the last 18-24 months.

d. Language proficiency, oral development, BSM II, levels 1-4. Concentrate on levels 1-3.

e. Language proficiency reading and writing - - lower end of Q1, if tested, on Metropolitan Test.

f. Classroom performance - teacher's observation on language development (progress or lack of progress).

g. Special diagnosis - no formal education in Mexico, or behind in education for his/her age.

13. Exit Criteria:

a. BSM II score - Minimum of level 4.

b. Adelante! - 48 objectives completed.

c. Metropolitan Total - 1.8 grade level minimum.

d. ESL Continuum - Satisfactory completion of Book "B".

e. Structural Reading - Satisfactory completion of Book "D".

f. Minimal Competencies - 3 of 4 areas passed.

DISTRICT TESTING SCHEDULE

	TEST	DATE(S)	WHO
FALL			
	Metropolitan Achievement	September 26-30, '83	All students K-8
	Metropolitan Achievement	October 3 & 4	Make-up K-8
	Bilingual Syntax Measure*	October 10 -21	New Students
	Spanish Reading Comprehension	October 24-28	Students receiving Spanish Reading instruction(1-8)
	Adelantel! Testing	January 16-27, '84	Students receiving Spanish Reading instruction (K-6)
SPRING			
	Bilingual Syntax Measure	February 21-29	All students (see instructions next two pages)
	Minimum Competency Tests	March 12-16	All 4th graders, selected 5th graders
	Spanish Reading Comprehension	April 9-13	Students receiving Spanish Reading instruction
	Metropolitan Achievement	April 30 - May 4	All Students K-8
	Metropolitan Achievement	May 7-8	Make-up K-8
	California Assessment Program	May 9-10	3rd, 6th and 8th graders
	California Assessment Program	May 15-16	Make-up 3rd, 6th and 8th graders
	Adelante! Testing	May 14-18	Students receiving Spanish Reading instruction

*The diagnostic assessment shall be conducted by persons bilingual in English and in the primary language of the pupil and who can evaluate cultural and ethnic factors in assessment and who have been trained by the district testing coordinator(s) in the administration and scoring of the instrument.

DESCRIPTION OF TESTS

California Assessment Program (C.A.P.)

The purpose of the C.A.P. is to evaluate information regarding the various levels of proficiency achieved by different groups of pupils of varying socio-economic backgrounds, so that the legislature and individual school districts may allocate educational opportunity for all pupils. The C.A.P., mandated by the state of California, is a survey of basic skills which tests pupils in grades 3, 6, & 8 in the areas of reading, mathematics and written language.

The Metropolitan Achievement Test Series

Metropolitan Achievement Tests are a series of measures designed to tell teachers and administrators how much pupils have learned about the content skill areas of the school curriculum. The tests are basically a source of information yielding comparable measures from one level to another and one subject to another. These features help educators in evaluating pupil progress over the years and in identifying particular strengths and weaknesses. More specifically, the tests, including supplementary interpretative materials, are designed (1), to help teachers plan for instruction based on pupils' needs and differences and to evaluate the effects of previous instruction; and (2), to help administrators assess school wide progress toward educational goals and to plan for and evaluate curricular changes.

Bilingual Syntax Measure

The BSM is designed to measure the child's oral proficiency in English and/or Spanish grammatical structures by using natural speech as a basis for making judgments. The BSM encourages children to express their thoughts and opinions freely. The syntactic structures that the children use to express these thoughts are the important indicators for structural proficiency.

To elicit natural speech, simple questions are used with cartoon-type pictures to provide the framework for conversation with the child. An analysis of the child's speech in answering these questions yields a numerical indicator and a qualitative description of the child's structural language proficiency.

Spanish Reading Comprehension Test

The Spanish Reading Comprehension Test (SRCT) was developed, normed, and standardized in Mexico with Mexican students. The administration manual explains the historical development and any other questions regarding this instrument. This test was mainly developed in order to provide parents, teachers, and school administrators, and evaluators with a meaningful comparison between American students and their Mexican counterparts. The test indicates the Mexican grade level where the student would be reading if he were placed in Mexican schools.

Minimum Competency Tests

The purpose of the Minimum Competency Tests is to determine whether the student has mastered the basic skills necessary for success in school in English. All fourth graders will be tested. Also, all new fifth graders and those who have failed the test in fourth grade.

Other Required Student Assessments

English Reading Continuum (Macmillan Series r)

The English Reading Continuum provides an orderly sequence of basic reading skills to be used by teachers at all levels. It provides for the diagnostic assessment of each child's reading instructional needs and the necessary prescriptive activities essential for maintaining continuous progress.

Specific directions and procedures for implementing the Reading DPT within the reading program are contained in the user's manual.

Mathematics Continuum (Addison Wesley Series)

The purpose of the Mathematics Continuum is to provide the teacher with a mathematics profile of each student's basic level of achievement. The basic components of the Mathematics Continuum include: objectives, class profile card, reference guide, assessment test, and a cumulative card for each student.

The skills identified are those considered basic and essential for satisfactory accomplishments at a specified instructional level. General suggestions for using the Mathematics Continuum are contained in the user's manual.

¡Adelante!

¡Adelante! is a bilingual management program for Spanish Reading that has correlated instructional materials to critical reading objectives for levels K-8.

The ¡Adelante! program is to be used with each pupil who is receiving Spanish Reading instruction. Complete instructions for implementing the system are contained in the teacher's guide.

BSM TESTING

Who is tested with the BSM? The answer to this question is given in two versions, each saying the same thing. One version defines the pupils we do test; the other version defines the pupils we do not test.

I. The pupils we do test:

A. Bilingual Syntax Measure I

1. All K-2 pupils in the "English Only" program whose primary or home language is not English will be tested in English.

2. All K-2 in the bilingual program who have not yet achieved a Level 5 in English will be tested in English.

3. All K-2 in the bilingual program who have not yet achieved a Level 5 in Spanish will be tested in Spanish.

B. Bilingual Syntax Measure II

1. All 3-8 pupils in the "English Only" program whose primary or home language is not English will be tested in English.

2. All 3-8 pupils in the bilingual program who have not yet achieved a Level 6 in English will be tested in English.

3. All 3-8 pupils in the bilingual program who have not yet achieved a Level 6 in Spanish will be tested in Spanish.

II. The pupils we do not test:

A. Bilingual Syntax Measure I

1. All K-2 native English-speaking pupils who are in an "English Only" program.

2. All K-2 pupils in the bilingual program who have achieved a Level 5 in English will not be tested in English.

3. All K-2 pupils in the bilingual program who have achieved a Level 5 in Spanish will not be tested in Spanish.

B. Bilingual Syntax Measure II

1. All 3-8 native English-speaking pupils who are in an "English Only" program.

2. All 3-8 pupils in the bilingual program who have achieved a Level 6 in English will not be tested in English.

3. All 3-8 pupils in the bilingual program who have achieved a Level 6 in Spanish will not be tested in Spanish.

BSM I

Categories of Language Dominance Defined by
English and Spanish Proficiency Levels, and Equivalent Lau Categories

BSM - I Language Dominance Category	BSM-I Proficiency Levels		Lau Category[b]
	English[a]	Spanish	
Spanish Monolingual	1 or 2 (NES)	4 or 5	A: Monolingual speaker of the language other than English
Spanish Dominant	3 or 4 (LES)*	4 or 5	B: Predominantly speaks the language other than English
Balanced Bilingual: Intermediate	4 (LES)*	4	B: Predominantly speaks the language other than English (for children in Grades 2 and above) C: Bilingual (for K-1 children)
Balanced Bilingual: Proficient	5 (FES)	5	C: Bilingual
English Dominant	4 or 5 (LES)* (FES)	3 or 4	D: Predominantly speaks English
English Monolingual	4 or 5 (LES)* (FES)	1 or 2	E: Monolingual speaker of English
Special Diagnosis	Any combination where neither the English nor the Spanish Proficiency Level is higher than 3.		These students are to be considered LES

[a] The English-speaking designations, printed in parentheses below the numerical levels, are defined as follows:

NES - - non-English-Speaking
LES - - limited English-speaking
FES - - fluent English-speaking

(On this and the following page the designations are to Speaking levels rather than to proficiency levels because the BSM assesses oral language.)

[b] From Task Force findings specifying remedies available for eliminating past educational practices ruled unlawful under Lau v. Nichols. Washington, D.C.: Department of Health, Education, and Welfare; Office for Civil Rights; Summer 1975.

*English Level 4 is LES only for Grades 2 and above. For K-1, Level 4 is FES.

BSM II

Categories of Language Dominance Defined by
English and Spanish Proficiency Levels, and Equivalent Lau Categories

BSM - II Language Dominance Category	BSM-II Proficiency Levels		Lau Category[b]
	English[a]	Spanish	
Spanish Monolingual	1 or 2 (NES)	5 or 6	A: Monolingual speaker of the language other than English
Spanish Dominant	3 or 4 (LES)	5 or 6	B: Predominantly speaks the language other than English
Balanced Bilingual: Intermediate	5 (LES)	5 (LES)	C: Bilingual
Balanced Bilingual: Proficient	6 (FES)	6	C: Bilingual
English Dominant	5 or 6 (LES) (FES)	3 or 4	D: Predominantly speaks English
English Monolingual	5 or 6 (LES) (FES)	1 or 2	E: Monolingual speaker of English
Special Diagnosis	Any combination where neither the English nor the Spanish Proficiency Level is higher than 4.		These students are to be considered LES

[a] The English-speaking designations, printed in parentheses below the numerical levels, are defined as follows:

NES - - non-English-Speaking
LES - - limited English-speaking
FES - - fluent English-speaking

[b] From Task Force findings specifying remedies available for eliminating past educational practices ruled unlawful under Lau v. Nichols. Washington, D.C.: Department of Health, Education, and Welfare; Office for Civil Rights; Summer 1975.

PARENT INFORMATION

Parent information will take the following forms:

I. Printed materials
II. Workshops and courses.

I. Printed Materials

1. San Ysidro Parent's Handbook, which will include:

   a. Welcome remarks in English, Spanish, and Tagalog. Rest of handbook in English and Spanish.

   b. Definitions and explanations of Bilingual/Bicultural instruction and of English-only instruction.

   c. Master calendar of:

      – School and district organization meetings.
      – School and district committee meetings
      – Testing periods.
      – All-day in-service dates.
      – Minimum days.
      – Open House nights.
      – Parent conference weeks.

   d. A listing of faculty by school: teachers' names, grades, and areas of instruction.

   e. Pictures, names, addresses, and telephone numbers of School Board members.

2. Letters* sent to parents at the beginning of the school year, or for consideration of reclassification.

3. The San Ysidro Bilingual Education Handbook, which will include:

   a. Educational Philosophy.

   b. Modes of instruction.

   c. Teaching strategies.

   d. Parent Education.

4. The San Ysidro Curriculum Guide, which will be a more comprehensive version of the present San Ysidro Language Arts Guide.

II. Workshops and Courses

1. One-day workshops and multiple-session courses will be provided by individual schools and by the district office. Topics will include:

   a. The philosophy and processes of Bilingual Education.

   b. The parent's role in their child's language development.

   c. How to help children with homework.

   d. Math activities for the family.

2. Parents will be surveyed to find out what other educational programs they would like.

*See appendix

GRADES K - 1 - 2

THIS NOTIFICATION IS TO HELP YOU BETTER UNDERSTAND YOUR CHILD'S PROGRESS IN SCHOOL.

Student _____ Date _____

Teacher _____ School _____ Grade _____

English	Spanish	Speaking and Listening (Bilingual Syntax Measure I)	
		Level I	Except for a word here or there, neither understands nor speaks the language.
		Level II	Can understand and repeat words, simple phrases, or questions, but is still unable to communicate adequately in the language.
		Level III	Makes himself understood by using simple phrases, gestures, and using a combination of the two languages.
		Level IV	In spite of a few errors, has little difficulty in communicating his ideas in the language.
		Level V	Is proficient in the language.

Reading Comprehension, English _____

(Metropolitan Test) Grade Level

Reading Comprehension, Spanish _____

(Moreno Test) Grade Level

GRADES 3 - 8

THIS NOTIFICATION IS TO HELP YOU BETTER UNDERSTAND YOUR CHILD'S PROGRESS IN SCHOOL.

Student _____ **Date** _____

Teacher _____ **School** _____ **Grade** _____

English	Spanish	Speaking and Listening (Bilingual Syntax Measure II)	
		Level I	**Except for a word here or there, neither understands nor speaks the language.**
		Level II	**Can understand and repeat words, simple phrases, or questions, but is still unable to communicate adequately in the language.**
		Level III	**Makes himself understood by using simple phrases, gestures, and using a combination of the two languages.**
		Level IV	**In spite of a few errors, has little difficulty in communicating his ideas in the language.**
		Level V	**Is nearly fluent in the language, but lacks certain advanced structures.**
		Level VI	**Is proficient in the language.**

Reading Comprehension, English _____

(Metropolitan Test) **Grade Level**

Reading Comprehension, Spanish _____

(Moreno Test) **Grade Level**

GRADOS K - 1 - 2

ESTA INFORMACION IS PARA QUE USTED COMPRENDA MEJOR EL PROGRESO DE SU HIJO EN LA ESCUELA

Alumno: _____ **Fecha:** _____

Maestro: _____ **Escuela:** _____ **Grado:** _____

Inglés	Español	Idioma (Medida de Sintaxis Bilingue I)	
		Nivel I	Con la excepción de algunas palabras aisladas, no entiende ni habla el idioma.
		Nivel II	Puede entender y repetir palabras, oraciones, o preguntas sencillas, pero no puede comunicarse adecuadamente en el idioma.
		Nivel III	Se hace entender usando frases sencillas, gestos y una combinación de los dos idiomas.
		Nivel IV	A pesar de algunos errores, tiene poca dificultad en comunicar sus ideas en el idioma.
		Nivel V	Dominio completo del idioma

Comprensión del lectura inglés _____

(Prueba "Metropolitan") Nivel de Grado

Comprensión de lectura español _____

(Prueba "Moreno") Nivel de Grado

GRADOS 3 - 8

ESTA INFORMACION IS PARA QUE USTED COMPRENDA MEJOR EL PROGRESO DE SU HIJO EN LA ESCUELA

Alumno: _____ **Fecha:** _____

Maestro: _____ **Escuela:** _____ **Grado:** _____

Inglés	Español	Idioma (Medida de Sintaxis Bilingue II)	
		Nivel I	Con la excepción de algunas palabras aisladas, no entiende ni habla el idioma.
		Nivel II	Puede entender y repetir palabras, oraciones, o preguntas sencillas, pero no puede comunicarse adecuadamente en el idioma.
		Nivel III	Se hace entender usando frases sencillas, gestos y una combinación de los dos idiomas.
		Nivel IV	A pesar de algunos errores, tiene poca dificultad en comunicar sus ideas en el idioma.
		Nivel V	Dominio casi total del idioma, pero con la excepción de ciertas estructuras avanzadas.
		Nivel VI	Dominio completo del idioma.

Comprensión de lectura inglés _____

(Prueba "Metropolitan") Nivel de Grado

Comprensión de lectura español _____

(Prueba "Moreno") Nivel de Grado

LANGUAGE DEVELOPMENT SPECIALIST PROGRAM

DATE OF ENROLLMENT: _____

NAME OF STUDENT: _____

GRADE: _____

As the parent of the above-mentioned student, I wish to enroll my child in the Language Development Specialist Program.

I have had the opportunity to discuss my child's instructional program with the representatives of the school.

I have been informed that the Language Development Specialist Program is an individualized basic bilingual-bicultural program in which my child will receive intensive English language development; instruction in his primary language in mathematics, reading, writing, and language arts until transfer to English is made; and that my child will participate in activities that promote a positive self-image and an understanding of his cultural heritage and that of the United States as well.

I have been informed of the diagnostic and prescriptive procedures used to identify this program as the most appropriate for my child.

I have been invited to observe in my child's classroom.

I agree with the instructional program in which my child is to be enrolled.

Parent _____

Principal _____

4350 Otay Mesa Rd. San Ysidro, Cal. 92073

FORMA DE AUTORIZACION

PARA INSCRIBIR A UN ALUMNO

EN EL PROGRAMA ESPECIALIZADO EN EL DESARROLLO DEL LENGUAJE

FECHA DE INSCRIPCION: _____

NOMBRE DEL ALUMNO: _____

GRADO ESCOLAR: _____

Como padre del alumno antes mencionado, deseo inscribirlo en el Programa Especializado en el Desarrollo del Languaje.

He tenido la oportunidad de hablar con los representantes de la escuela tocante a este programa.

Me han informado que el Programa Especializado en el Desarrollo del Lenguaje es un programa bilingüe-bicultural básico e individualizado en el cual mi hijo recibirá lo siguiente: instrucción intensiva del inglés; instrucción en matemáticas y lectura en su lengua materna hasta que logre un nivel de dominio que le permita recibir instrucción en inglés; participación en actividades que le ayudarán a formar una imagen positiva de sí mismo, orgullo de sus raíces culturales y un entendimiento de la cultura de los Estados Unidos de Norteamerica.

Me han invitado a visitar y a observar el salón de mi hijo.

Estoy de acuerdo con el programa de instrucción en el cual deseo inscribir a mi hijo.

Padre _____

Director _____

4350 Otay Mesa Rd. San Ysidro, Cal. 92073

AUTHORIZATION FOR CHANGE OF PROGRAM

FROM THE

LANGUAGE DEVELOPMENT SPECIALIST PROGRAM

DATE: _____

NAME: _____

GRADE: _____

I have been informed that based on the following information:

- overall academic progress
- advanced in English reading from _____ to _____
- a Bilingual Syntax Measure (BSM) score of _____ in English indicates that my child can be mainstreamed into an English-only or into a bilingual classroom.

I therefore agree to enroll my child in:

_____ an English-only class

_____ a bilingual class

_____ Parent

_____ Principal

4350 Otay Mesa Rd. San Ysidro, Cal. 92073

AUTORIZACION PARA CAMBIAR DEL PROGRAMA ESPECIALIZADO EN EL DESARROLLO DEL LENGUAJE A OTRO PROGRAMA

FECHA: _____

NOMBRE DEL ALUMNO: _____

GRADO ESCOLAR: _____

Me han informado que según los siguientes datos puedo inscribir a mi hijo en el programa de instrucción en inglés únicamente o en el programa de instrucción bilingüe:

- **progreso académico**
- **progreso en la lectura en ingles del nivel _____ al nivel _____**
- **una calificación de _____ en la Medida Bilingüe de Sintaxis en inglés.**

Deseo inscribir a mi hijo en:

_____ **el programa instructivo en inglés únicamente**

_____ **el programa instructivo bilingüe**

_____ **Padre**

_____ **Director**

4350 Otay Mesa Rd. San Ysidro, Cal. 92073

RECLASSIFICATION OF LIMITED ENGLISH PROFICIENT PUPILS

Introduction

A reclassification process is a set of procedures and criteria used to detemine when a limited English proficient student (LEP) has learned enough English to be considered fluent English proficient (FEP).

Reclassification is distinguished from exit from bilingual instruction. Reclassification does not prescribe that a student be removed from a bilingual-bicultural program.

Reclassification is required by AB 507.

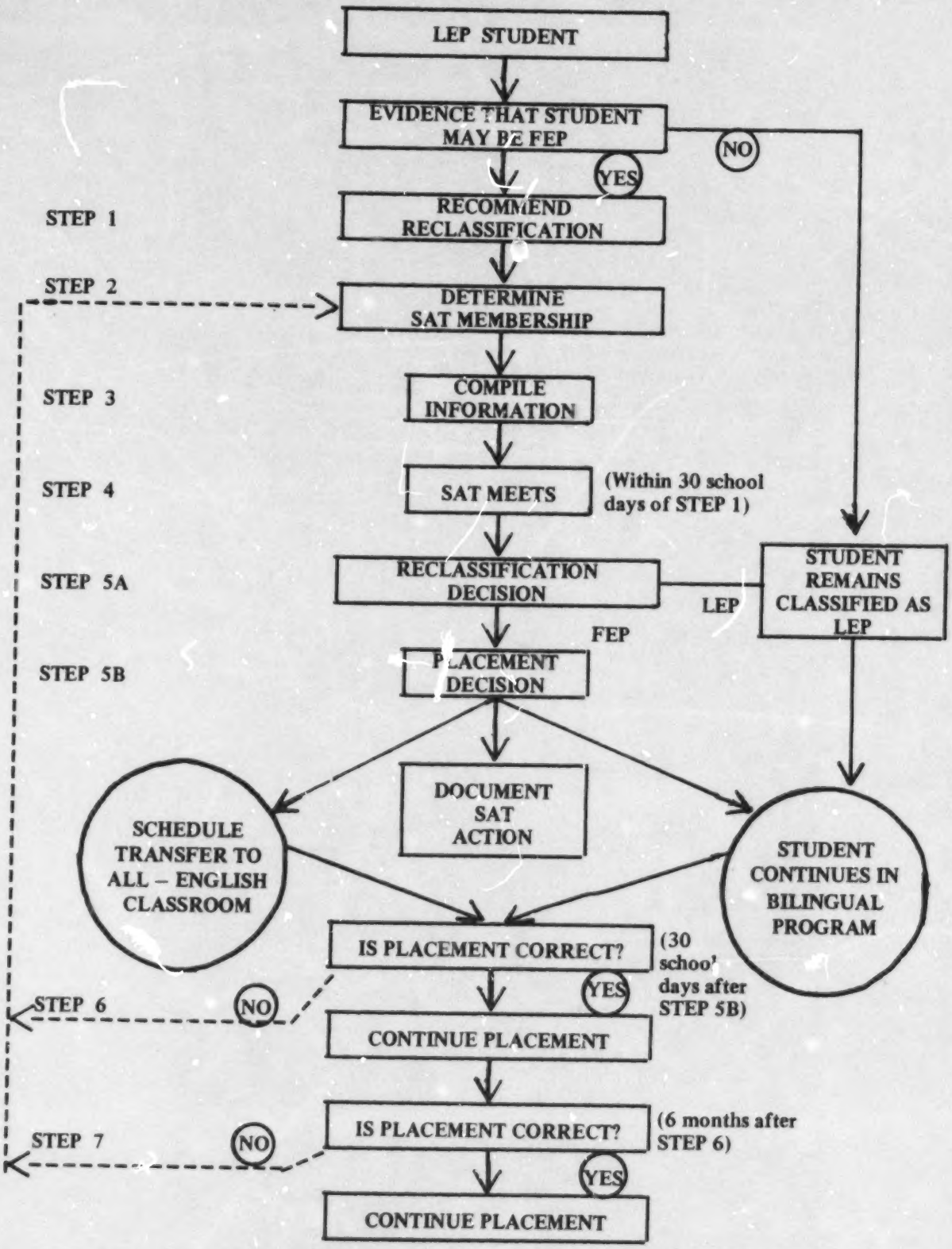
The following pages present steps to be followed, data to be considered and criteria to be met in reclassifying San Ysidro bilingual students. Letters and forms to be employed are contained in the appendix of this Handbook.

DEFINITIONS:

LEP: Pupils of limited English proficiency are pupils who do not have the clearly developed English language skills of comprehension, speaking, reading and writing necessary to receive instruction only in English at a level substantially equivalent to pupils of the same age or grade whose primary language is English. (Pupils who have no proficiency in their primary language are not included within this definition).

FEP: Pupils of fluent English proficiency are pupils whose English proficiency is comparable to that of the majority of pupils of the same age or grade, whose primary language is English.

STEPS IN THE RECLASSIFICATION PROCESS



1) Recommend Reclassification

A recommendation for reclassification of a student is made by one or more of the following: the student's parent, classroom or bilingual resource teacher, ESL or traveling teacher, principal, vice-principal, counsebr, or student.

Person recommending reclassification is asked to note evidence available at the time of recommendation that student may now be reclassifiable to FEP status.

2) Determine SAT Membership

Responsible personnel at the school determine membership of a Student Appraisal Team (SAT), set meeting date, and notify members of scheduled appraisal of the student for reclassification. Notice* is sent to parent in English and other language understood by parent. SAT to consist, at a minimum, of: parent, school administrator, classroom teacher(s).

3) Compile Information

Responsible personnel at the school compile the data which will be used by the SAT for its appraisal, including, but not limited to, the following:

a) Student Cum File
b) Language-Related Criteria

I Documented teacher evaluation - must include one or more of the following:

(DATA)		(STANDARD TO BE MET)
1. Student Oral Language Observation Matrix (SOLOM)	------	At level 4 in all areas
2. Anecdotal Records	------	N/A
3. Record of criteria-referenced test results (English Reading and Math Continuum. English Reading of K-2 students need not be assessed.)	------	80% Mastery of the student's grade level.

II Oral Language Proficiency Test

1. English BSM I	------	Level 5
2. English BSM II	------	Level 6 (N or S)

III ESL Curriculum

1. *IDEA	------	Level IV

IV Achievement scores in English (Standardized) Completed Level D

1. English Reading (English Reading of K-2 students need not be assessed.)	------	At 36th percentile
2. Language Arts	------	At 36th percentile
3. Mathematics	------	At 36th percentile

V Writing Samples* ------ 5 out of 7 standard characteristics

(English Writing of K-2 students need not be assessed.)

* See Appendix

4) SAT Meets

The SAT meets to consider all of the evidence developed in (3), above. An interpreter is provided for the parent, if necessary.

After careful consideration of the evidence, applying equal weight to the opinions of all members, the SAT reaches its decision on reclassification. In order to reclassify a student from LEP to FEP, all standards for criteria in ((3) (b) 1-5 above, should be met. A report including all scores collected, and the final decision reached, is communicated to the parent in writing, and placed in student's permanent record. (See Appendix)

5) Placement Decision

The SAT may decide:

a) The student is reclassified as FEP.

He or she is scheduled for a transfer (immediate or delayed) to an all English program or continues in a bilingual program as a FES role model.

b) The student is not reclassified.

I He or she continues in the bilingual program, or some modification of that program is recommended based on the evidence reviewed by the team.

II The student may continue in the bilingual program with recommendation for additional diagnosis of English and/or LI (first language) skills in order to develop an improved instructional program for the student.

6) Follow-up

When reclassification has resulted in a change of the student's placement or curriculum, the SAT will reconvene after 30 school days to review the student's progress.

7) Six Month Follow-up

The case of every student reclassified to FEP must be followed-up, by the SAT, six months after the original reclassification decision. If there is any evidence that the placement may be incorrect, the reclassification process is resumed at Step 2.

GUIDELINES FOR THE USE OF ADELANTE!

WHO ADMINISTERS TEST:	The classroom teacher will test where practical and applicable. *
WHO TAKES THE TEST:	Any student who is in a formal Spanish reading program.
WHO SCORES:	The classroom teacher will score where practical and applicable.*
WHO RECORDS:	Classroom teacher or instructional aide.
WHAT IS THE PASSING SCORE:	80% on each objective. (Teacher must re-test, if child has not mastered objectives during previous year.)
ADMINISTERING THE TEST:	By reading levels. (See sequence chart)
WHEN IS THE TEST GIVEN:	Testing will occur during the third week of January and the third week of May. Student Progress Card will also be updated during this time.
WHERE DO YOU FIND THE MATERIALS:	Media Center

Unused and partially used tests will be passed on to the next year teacher.

*Where it is neither practical nor applicable, assistance will be coordinated by the Spanish Reading Resource Teacher, the principal and the classroom teacher. A time line for assisting the teacher aide with testing will be established.

Kindergarten teachers will only do post testing.

SEQUENCE CHART

This shows the correlation of the Adelante objectives to books 1 - 4 of "A Cada Paso" and 5 - 6 of "Senda". This should assist in sequencing the testing and intergrating of Adelante into the instructional program.

BOOK 1

Readiness

6, 8, 22

Sound/Symbol

1, 2, 3, 4, 5, 6, 10, 13, 15 (levels 1 & 2), 16, (level 1), 17, and 18)

Vocabulary/Comprehension

1, 2

Note: Kindergarten children should complete Adelante objectives 1-21 on the Readiness level during the school year. Objectives 22 & 23 may also be attempted.

BOOK 2

Sound/Symbol/Structural Analysis

7, 8, 9, 11, 12, 15, (levels 3, 4) 16, (levels 2, 3) 19, 21, 22, (24 & 25 optional), 27, 36, 40

Vocabulary/Comprehension

3, 4, 5, 7, 10, 17, 18

Study Skills

1, 2, 6, 7

BOOK 3

Sound/Symbol/Structural Analysis

14, 16, (level 4), 20, 23, 24, 25, 28, 30, 31, 41

Vocabulary/Comprehension

6, 8, 9, 11-16, 19, 21, (could be done with book 4 at teacher discretion)

Study Skills

3, 4, 9 (could be done with book 4 at teacher discretion)

BOOK 4

Sound/Symbol/Structural Analysis

29, 32, 33, 34, 35, 37, 38, 39

Vocabulary/Comprehension

19, 21, (if not completed with book 3)

Study Skills

4, 5, 8, 9, (if not completed with book 3)

SENDA 5

Functional

1, 2, 3, 5, 7, 8, 9, 12, 14, 15, 17, 18

SENDA 6

Functional

2, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 18

APPENDIX

PAGES	TOPICS
45 - 50	Sample Letters to Parents
51 - 56	Reclassification Forms and Notices
57 - 60	Writing Samples

San Ysidro School District

To the Parents of:

Education Code Section 52165 of the State of California requires that any school which has 20 or more non-English-speaking pupils, or 15 or more limited-English-speaking pupils with the same primary language in the same grade level shall offer instruction in a bilingual program.

Such a condition exists in our school and, thus, our school offers a bilingual program, using English and Spanish which includes:

a. daily instruction in English, language arts, listening, speaking, reading and writing.

b. the introduction of English language reading at a specified and planned point in the student's language growth.

c. language development in the pupil's primary language (Spanish).

d. reading in the pupil's primary language (Spanish).

e. mathematics instruction in the pupil's primary language.

f. selected subjects taught in the pupil's primary language, and

g. development of an understanding of customs and values of the cultures associated with the languages being taught as well as an understanding of the history and culture of California and the United States.

Education Code Section 52173 requires that this notice, too, inform you that you have the right, if you so wish, not to have your child enrolled in the bilingual program. This same section also requires that you be informed of an opportunity to participate in the school or district bilingual advisory committee.

In accordance with Education Code Section 52174, parents have the right, either at the time of enrollment or at the close of any semester thereafter, to withdraw his child from the bilingual program provided by a written notice to the school authorities.

Our school is asking that you indicate the type of program placement that you feel is most desirable for your child.

☐ I wish my child to be enrolled in a bilingual education program offered in English and Spanish (as described above).

☐ I wish my child to be enrolled in a program in which instruction is offered in English only.

Pupil	Grade	Parent's Signature	Date

Thank you very much for your cooperation - - and for more information please feel free to visit the school or call the school office. Phone

CU-1

Principal

SAMPLE LETTER TO BE SENT TO PARENTS AT BEGINNING OF SCHOLASTIC YEAR

(date)

Dear Parents:

Your child is enrolled in our school's _____ program as you requested.

According to our testing, your child is a _____

English speaker and a _____ Spanish speaker.

His/Her program will contain the following subjects:

SUBJECTS	LANGUAGE OF INSTRUCTION	TEACHER

The rate of progress and your child's classroom performance will be discussed with you in detail during the parent-teacher conferences scheduled at the end of the first (November) and third (April) reporting periods.

You are always welcome to visit our school, observe our program, and talk with our staff.

Sincerely,

_____

Principal

C-2

4350 Otay Mesa Road-San Ysidro, California 92073: 714-428-4476

SAMPLE LETTER TO BE SENT TO PARENTS AT BEGINNING OF SCHOLASTIC YEAR

(date)

Dear Parents:

Your child is enrolled in our school's _____ program as you requested.

According to our testing, your child is a _____

English speaker and a _____ Spanish speaker.

His/Her program will contain the following subjects:

SUBJECTS	LANGUAGE OF INSTRUCTION		TEACHER
	ENGLISH	SPANISH	
MATH			
READING			
LANGUAGE			
SOC. SCI.			
ESL			
SSL			

The rate of progress and your child's classroom performance will be discussed with you in detail during the parent-teacher conferences scheduled at the end of the first (November) and third (April) reporting periods.

You are always welcome to visit our school, observe our program, and talk with our staff.

Sincerely,

_____

Principal

4350 Otay Mesa Road-San Ysidro, California 92073: 714-428-4476

SAMPLE LETTER TO BE SENT TO PARENTS AT BEGINNING OF SCHOLASTIC YEAR

(date)

Dear Parents:

Your child is enrolled in our school's _____ program as you requested.

According to our testing, your child is a _____

English speaker and a _____ Spanish speaker.

His/Her program will contain the following subjects:

SUBJECTS	LANGUAGE OF INSTRUCTION		TEACHER
	ENGLISH	SPANISH	
READING			
LANGUAGE			
MATHEMATICS			

The rate of progress and your child's classroom performance will be discussed with you in detail during the parent-teacher conferences scheduled at the end of the first (November) and third (April) reporting periods.

You are always welcome to visit our school, observe our program, and talk with our staff.

Sincerely,

_____

Principal

4350 Otay Mesa Road-San Ysidro, California 92073: 714-428-4476

SAN YSIDRO SCHOOL DISTRICT

WAIVER FORM

WITHDRAWAL OF STUDENTS FROM BILINGUAL INSTRUCTIONAL PROGRAMS

Name of Student: _____

School _____ Grade _____ Date _____

As the parent or legal guardian of the above named student, I do not wish to enroll my child/ward in a bilingual program of instruction.

I have had the opportunity to discuss my child's/ward's instructional program with the representatives of the school.

I have been informed of the educational rights for my child/ward as provided by state law and regulations.

I have been informed of the diagnostic and prescriptive procedures used to identify an instructional program for my child/ward as provided by the LAU Program.

I have been invited to observe a bilingual instructional class in progress.

I agree with the alternative instructional programs my child/ward will be enrolled in.

_____
Signature of Parent or Guardian

_____
Signature of Principal

DISTRITO ESCOLAR DE SAN YSIDRO

FORMA DE AUTORIZACION

PARA DAR DE BAJA A ESTUDIANTES DEL PROGRAMA ACADEMICO BILINGUE

Nombre del Estudiante: _____

Escuela _____ Grado: ____ Fecha: _____

Siendo el padre o el tutor legal del estudiante antes mencionado, no deseo matricular a este estudiante en un programa de instrucción bilingue.

Yo he tenido la oportunidad de discutir el programa académico de este estudiante con los representantes de la escuela.

Me han informado de los derechos educacionales de este estudiante según se proporcionan por la Fuerza Operante LAU.

Me han informado de los procedimientos diagnósticos y prescriptivos que se usan para identificar un programa académico para este estudiante según se proporciona por el programa LAU.

Me han invitado a visitar y hacer observaciones de una clase bilingue en acción.

Yo estoy de acuerdo con los programas académicos alternativos en los cuales este estudiante se matriculó.

_____

Firma del Padre o Tutor

_____

Firma del Director

C-5

NOTICE SENT TO PARENTS RE: RECLASSIFICATION

(Date) _____

Dear: _____

As you know, your daughter/son, _____, has been enrolled in a program providing services for Limited English Proficient students. It has been recommended that _____ be considered for reclassification to Fluent-English-Proficient status.

We have a reclassification process in our school district which requires us to collect information and to meet with the student's parents and teacher to decide the best classification and placement for the student. A Student Appraisal Team (SAT) will meet on _____, at _____ a.m. p.m. in my office, and you are urged to attend that meeting.

During the meeting, we will examine information about your daughter's/son's skills in understanding, speaking, reading and writing English, as well as her/his skills in mathematics. Information on achievement in _____ primary language and her/his attitudes toward school will also be reviewed.

At the conclusion of the meeting we will decide whether your daughter/son should: 1) continue in a bilingual/bicultural program as a Limited English Proficient student, with some modification in the program, 2) continue in a bilingual/bicultural program, but be considered a Fluent English Proficient student, or 3) be considered a Fluent English Proficient student and be scheduled for transfer to an all-English program. Regardless of the decision we make, your daughter/son's progress will be carefully monitored to make sure that the correct classification and placement have been chosen.

We look forward to your participation in this Student Appraisal Team meeting. If you would like more information regarding the reclassification process, or, for any reason would like to reschedule our meeting, please call _____ at _____. We will make every effort to find a more suitable time for the meeting.

Sincerely,

_____ Principal School: _____

CU-7

AVISO A LOS PADRES TOCANTE A RECLASIFICACION

(Fecha) _____

Respetables padres:

Como usted indicó, su hijo(a) _____ está participando en un programa de educación bilingüe/bicultural que provee servicios a alumnos con habilidad limitada en el inglés. Se ha recomendadc que se reclasifique a _____ como alumno proficiente con fluidez en el inglés.

Tenemos un proceso de reclasificación lingüística en nuestro distrito escolar que nos requiere obtener información y reunirnos con los padres del alumno y con su maestro para decidir la mejor clasificación y colocación del alumno. Un equipo de evaluación estudiantil (SAT) se reunirá el día _____ de _____ a las _____ AM/PM en mi oficina. Suplicamos su presencia en esta junta.

Durante la reunión, repasaremos la información acerca de la habilidad de su hijo(a): la comprensión, la lectura, la escritura y expresión oral en el inglés, tanto como sus habilidades de matemáticas. También se enviará la información sobre su progreso en la lengua primaria y sus actitudes hacia la escuela.

Al fin de la reunión, decidiremos si su hijo(a) debería: (1) continuar en un programa bilingüe/bicultural como un alumno LEP/NEP, con alguna modificación en el programa, (2) continuar en un programa bilingüe/bicultural pero ser considerado como un alumno proficiente con fluidez en el inglés (FEP) o (3) ser considerado como alumno FEP y ser transferido a un programa de instrucción completamente en inglés. Sea lo que sea la decisión, el progreso del su hijo(a) será revisado cuidadosamente para asegurar que se han hecho la clasificación y colocación correctas.

Esperamos contar con su participación en esta reunión del equipo de evaluación estudiantil. Si desea UD. más información acerca del proceso de reclasificación, o, cambiar la reunión, sírvase llamar a _____ al número _____. Haremos todo lo posible por encontrar una fecha y hora más conveniente para la reunión.

Atentamente,

_____ Director(a) Escuela _____

CU-7

RECLASSIFICATION RECOMMENDATION AND REPORT

FOR: _____ (Student's Name) GRADE: _____

PRIMARY LANGUAGE _____ HOME RM. TEACHER _____

DATE OF RECOMMENDATION _____ (Mo. Day Yr.) PERSON MAKING RECOMMENDATION _____

EVIDENCE AVAILABLE AT DATE OF RECOMMENDATION THAT STUDENT MAY BE FEP.

(Please enter data below and attach writing samples, anecdotal records, etc., if available.)

DATE	SCORE	
		I. Documented teacher evaluation
		a) Student oral language observation matrix
		b) Anecdotal records
		c) Record of criteria-referenced test results (English Reading and Math Continuum)
		II. Oral Language Proficiency Test
		a) English BSM I
		b) English BSM II
		III. ESL Curriculum Mastery
		a) IDEA
		b) Steps to English
		IV. Achievement test scores (STANDARDIZED)
		a) English Reading
		b) Language Arts
		c) Mathematics
		V. Writing Sample

(To be completed by principal)

DATE SCHEDULED FOR STUDENT APPRAISAL TEAM REVIEW _____ am / pm

SAT MEMBERSHIP: Administrator _____

Teacher _____

Parent _____

Others _____

Interpreter (if needed) _____

DATE NOTIFICATIONS TO SAT MEMBERS SENT: _____

PRINCIPAL'S SIGNATURE _____

PARENT CONTACTS (Dates and kinds of contact) _____

(Copy is returned to person making recommendation)

I. RECLASSIFICATION DECISION AND FOLLOW–UP

a) Decision:

_____

_____

_____

_____

_____

Signed: _____ Date _____

II. FOLLOW–UP

a) 30 school day follow-up	Satisfactory	Unsatisfactory*	Signature
Due: _____ (mo. day yr.)	_____	_____	_____

Comments: _____

_____

_____

_____

_____

_____

b) Six month follow-up	Satisfactory	Unsatisfactory*	Signature
Due: _____	_____	_____	_____

Comments: _____

_____

_____

_____

_____

_____

*If progress is not satisfactory, refer to Student Appraisal Team with recommendations.

S O L O M

Teacher Observation

Student Oral Language Observation Matrix

Student's Name _____ **Grade** _____ **Signature** _____

Language Observed _____ **Date:** _____

	1	2	3	4	5
A. COMPREHENSION	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
B. FLUENCY	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Speech is everyday conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussion is fluent and effortless approximating that of a native speaker.
C. VOCABULARY	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximates that of a native speaker.
D. PRONUNCIATION	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lear to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximates that of a native speaker.
E. GRAMMAR	Errors in grammar and word-order so severe as to make speech virtually unintelligible.	Grammar and word-order errors make comprehension difficult. Must often rephrase and/or restrict himself to basic patterns.	Makes frequent errors of grammar and word-order which occasionally obscure meaning.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	Grammatical usage and word-order approximates that of a native speaker.

BASED ON YOUR OBSERVATION OF THE PUPIL, INDICATE WITH 'X' ACROSS THE SQUARE IN EACH CATEGORY WHICH BEST DESCRIBES THE PUPIL'S ABILITIES.

The SOLOM should only be administered by persons who themselves score at level '4' or above in all categories in the language being assessed.

Pupils scoring at level '1' in all categories can be said to have no proficiency in the language.

BEST COPY AVAILABLE

CHECKLIST FOR ENTRY INTO ENGLISH READING

Student _____ Grade_____ Date _____

Teacher _____ School _____

Please check items below which have been completed.

A. Reading level in Spanish _____ Title of Book _____

( ) B. Mastery of 80% of K-2 Key Objectives found in the Adelante Reading Conttinuum (48 of the 60 Key Objectives)

( ) C. Completion of one of the following (circle 1 of 2):

1. Level IV of the IDEA ESL Program
2. Book 6 of Syntax

( ) D. Advancement to level 4 of English BSM I (for students in K-2) or
Advancement to level 4 of English BSM II (for students in grades 3-5).

( ) E. Recommendation of one of the following for exceptions to the criteria above:

Teacher _____ Principal _____

Comments: _____

*Transition to English Reading Complete? ( ) Yes ( ) No *Completed by Principal

CU-21

(to be reproduced on a 8" x 5½" card

WRITING SAMPLES FOR RECLASSIFICATION OF ENGLISH PROFICIENCY

For reclassification the student will be administered the appropriate sample from the San Ysidro Grade Level Guide for Composition. Usually this will be the sample for his previous grade level.

Teacher Evaluation Criteria

Passing: (Five out of seven of the following characteristics)

1. A clear topic which is an appropriate response to the prompt (which may or may not be introduced at the beginning of the description.)

2. A clear development of the description, with few or no irrelevant stories or explanations.

3. Good organization, which may, however, lack a clear introduction or conclusion.

4. Appropriate word choice, which is, however, not particularly vivid.

5. Sufficient details to make the description clear.

6. Correct appropriate structure in many or most sentences.

7. Few errors, in the use of punctuation marks, capital letters, and spelling.

GRADE 3 – WRITING SAMPLE

(Directions may be given orally)

DIRECTIONS

Choose one thing in your classroom. You might choose the chalkboard or an eraser or a book or something else in the room. Think about how big it is and what color it is. Also think about how the thing feels when you touch it. Then describe the thing you choose. Tell how it looks and how it feels.

Remember these things:

- write or print clearly.
- use correct capitalization and punctuation.
- proofread for mistakes in spelling.
- write complete sentences.
- make sure your paragraph has a beginning, middle and end.

Do your best work .

GRADE 4 – WRITING SAMPLE

(Directions may be given orally)

DIRECTIONS

Imagine you may choose a kitten for your new pet. Think about exactly what kind of kitten you would choose. Think about how big the kitten would be and what color it would be. Think about how all the parts of the kitten would look. Also think about what noises the kitten would make and about how the kitten would feel when you petted it. Describe the kitten you would choose. Tell how the kitten would look, sound, and feel.

Remember these things:

- write or print clearly .
- proofread for capitalization, punctuation, and spelling.
- write two paragraphs.
- make sure your paragraphs have a beginning, middle and end.
- describe your topic completely and clearly.

Do your best work.

GRADE 5 – WRITING SAMPLE

(Directions may be given orally)

DIRECTIONS

Choose an animal you have seen. For example, you might choose your pet cat, or a snake you saw in the park, or an elephant you saw at the zoo. Think about all the parts of the animal. Think about how the animal looks, what kinds of sounds it makes, and how it would feel if you touched it. Describe that animal. Tell how the animal looks, sounds, and feels.

Remember these things:

- write clearly.
- proofread for all punctuation marks.
- write two or more complete paragraphs.
- give your writing a title.
- use many descriptive words.
- go back and check your writing.

Do your best work .

GRADE 6 – WRITING SAMPLE

(Directions may be given orally)

DIRECTIONS

Remember a time when you felt very frightened. Think about what happened to make you feel frightened. Think about what you did when you felt frightened. Think how you finally stopped feeling frightened. Then write a story about what you saw, heard and felt when you were frightened.

Remember these things:

- write clearly.
- proofread for all punctuation.
- organize your paragraphs.
- write two or more complete paragraphs with a good title.
- use your imagination.
- proofread and check your writing.

Do your best work .

GRADE 7 – WRITING SAMPLE

(Directions may be given orally)

DIRECTIONS

Spectrum of English Number (Grade 7)

Imagine that while you are exploring a strange jungle, you become lost. Think about how you became lost. Think about what you do when you discover you are lost. Think about how you find your way back out of the jungle. Then write a story about being lost in the jungle. Include details that tell what you did, hear, saw and felt.

Remember these things:

- write clearly.
- use correct punctuation and grammar
- write two or more paragraphs with a good title.
- make sure your paragraphs are complete and well organized.
- use enough details to make your story clear.
- proofread and check your writing.

Do your best work.

GRADE 8 – WRITING SAMPLE

(Directions may be given orally)

DIRECTIONS

Imagine that you are in a crowded park on a hot summer day. Think about what you would see and hear. Think about what you smell and feel. Consider whether you might also taste something. Then write a description of the park. Include details that tell what you see, hear, smell, feel, and taste.

Remember these things:

- write clearly.
- use correct punctuation and grammar.
- write two or more descriptive paragraphs with a good title.
- make sure your paragraphs are complete and well organized.
- use enough details to make your story clear.
- proofread and check your writing.

Do your best work .